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ABSTRACT

This bibliography is designed to be used by teachers who need scme background in the nature of "social dialects," who wish to keep abreast of the results of recent research in sociolinguistics, and who are looking for materials for use in the classroom. The emphasis of this bibliography is on Black English (BE) as compared with "Standard American" English (SE), but is not wholly restricted to that subject. In choosing items for inclusion, priority was given to those dealing most directly with the teaching of high school and college students, basic sociolinguistic research, analyses of BE and SE systems, and other data which might be useful to the secondary or college-level teacher in compiling teaching materials. Priority is also given to more recent work, particularly in terms of reporting of recent research in the area. Book reviews have not been included. (Author/AMM)

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A SELECTED ANNOTATED BIBLIOGRAPHY ON SOCIAL DIALECTS, FOR TEACHERS OF SPEECH AND ENGLISH

by

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University of Washington

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This bibliography is designed to be used by teachers who need some background in the nature of "social dialects," who wish to keep abreast of the results of recent research in sociolinguistics, and who are looking for materials for use in the classroom. The emphasis of this bibliography is on Black English (BE) as compared with "Standard American English (SE), but is not wholly restricted to that subject. In choosing items for inclusion in this bibliography, priority was given to those dealing most directly with the teaching of high school and college students. Very few items dealing with elementary education, first language acquisition, Head Start programs, etc. -- were included, unless they appeared to be of fundamental theoretical interest. Priority was also given to items containing reports on basic sociolinguistic research, analyses of BE and SE systems, and other data which might be useful to the secondary or college-level teacher in compiling teaching materials. Finally, priority is given to more recent work, particularly in terms of reporting of recent research in the area. Book reviews have not been included.

Among the major issues which appear to emerge from the literature on Black English are the following three:

(1) There apparently remains some difference of opinion as to whether Black English is best considered an independent language with its own structure of grammar and phonology, or an underdeveloped or disordered form of Standard English. Some of those who have believed that Black English is deficient in structure, have suggested that its "language deficit" may inhibit the cognitive processes of its users. Most recent research has led theoreticians to believe that Black English <u>is</u> a real language with a distinctive structure. On the other hand, many practitioners involved in dealing with practical teaching problems related to Black English have continued to assume that it is disordered or restricted language. Although items supporting both positions are included in this bibliography, the sympathies of this author have been with the position that Black English is a fully valid language with its own structure.

(2) Among those who believe that Black English is a valid language, there is still some disagreement as to its relation to Standard English. The traditional view has been that Black English developed by <u>divergence</u> from white speech as a result of the prolonged isolation of the black community. Recent research by creolists and Africanists, however, has led many sociolinguists to believe that Black English and Standard English had different origins; over time their surface structures became more similar by a process of <u>convergence</u>, their deep structures remaining distinct. At present the field appears to be fairly evenly divided between the two views.

(3) The third issue is perhaps of more interest to language theorists than to language teachers. This is the question of whether a unified theory of sociolinguistics is yet possible in describing and explaining the social varieties of language. DeCamp and Hymes would believe that it is possible -- that the continuum of speech varieties can be related to "sociolinguistic competence" in a rule-bound way. (DeCamp uses a sort of generative binary feature approach,

designating utterances as [+ pompous] for example). Labov and others prefer to describe and analyze data in terms of gradience and probability, believing that more needs to be known about the data before a rigorous theory can be formulated.

The following basic bibliographic sources were examined in their entirety. The source of annotations is given in parentheses following each annotation. Where no source is given, annotation is by the author of this bibliography. Items of direct and central interest to teachers in the classroom are marked with an asterisk.

SOURCES EXAMINED

1. LANGUAGE AND LANGUAGE BEHAVIOR ABSTRACTS (University Microfilms, Ann Arbor) Volumes I No. 1 through Volume III No. 4. (LLBA)

2. Roger W. Shuy. "A Selective Bibliography on Social Dialects," in LINGUISTIC REPORTER. (June 1968). (Shuy)

3. Frederick Williams and Rita Naremore. "Language and Poverty: An Annotated Bibliography of Journal Articles," in LANGUAGE AND POVERTY: PERSPECTIVES ON A THEME. (Markham Press, Chicago), in press. (W & N)

4. QUARTERLY JOURNAL OF SPEECH. (Speech Association of America) Feb. 1965-April 1969.

5. SPEECH MONOGRAPHS. (Speech Association of America) June 1965-Aug. 1969.

6. SPEECH TEACHER. (Speech Association of America) Jan. 1965-Sept. 1969.

7. "ERIC Documents Related to Teaching Standard English to Speakers of Non-standard Dialects," pub. ERIC Clearinghouse for Linguistics. (Center for Applied Linguistics, Washington D.C.) December 1969. (Annotations for items selected from this source were found in the ERIC publication, Research in Education).

8. DSH ABSTRACTS. (Deafness, Speech and Hearing Publications, Inc.) Oct. 1960-Oct. 1967. (DSH)

1. ALLEN, VIRGINIA F. "Preparing Teachers to Teach Across Dialects." (ERIC Document ED 030 100, 1969) 10 p.

   The author shows how, in planning teacher preparation programs in teaching English as a Second Dialect, resources can be drawn from the fields of linguistics, cultural anthropology, education, communication, rhetoric and literature. (from RIE)

2. AUSUBEL, D.P. "How Reversible are the Cognitive and Motivational Effects of Cultural Deprivation? Implications for Teaching the Culturally Deprived Child." Urban Education, Vol. 1, (1964) 16-38.

   "The theory of 'critical periods' in development of an organism, which maintains that the organism will be forever unable to take advantage of

a given stimulus if it does not receive that stimulus at the time of maximum susceptibility to it, does not appear applicable to humans. However, it is possible for a learning deficit to accrue which can put an individual years behind in terms of cognitive development. Language is discussed as both a symptom and a factor of cognitive development." (W & N)

* 3. BAILEY, B.L. "Some Aspects of the Impact of Linguistics on Language Teaching in Disadvantaged Communities," Elementary English, 45 (5) (1968) 570-578.

A report of some of the findings of research on the linguistics systems of school children who speak non-standard English. Problems reviewed are differences in phonology and grammar. Many examples of non-standard pronunciations and syntactical deviations in both oral and written language are given.

4. _____. Jamaican Creole Syntax (Cambridge U. Press, 1966).

A description of the grammatical structure of present-day Jamaican Creole. (Stewart finds enough similarities between this system and the grammar of Black English to suggest a possible common origin).

* 5. _____, "Language and Communicative Styles of Afro-American Children in the United States," Linguistic-Cultural Differences and American Education. ed. Alfred Aarons, Barbara Gordon, William Stewart. (Florida FL Reporter, Vol. 7, No. 1, 1969) pp. 46 ff.

Bailey presents the argument against the language deficit position, arguing that the "disadvantaged" Negro child is verbal, has a highly predictable, fully developed language which is adequate to meet the needs of his world, and that he thinks effectively enough to ensure his survival in that world. Bailey describes the syntactic organization of Black English, and problems which may arise in the classroom due to this differing system.

6. _____, "Toward a New Perspective in Negro English Dialectology," American Speech, 40 (Oct. 1965) 171-177.

Southern Negro dialect has its origins in some Proto-Creole grammar structure, and its deep structure is different from that of standard Southern dialect. The recognition of this fact contributes to a distinct Creole typology in linguistics, which recognizes that most Creoles may have originated in a universal trade language. The author makes a plea for the study of Southern Negro dialect as an autonomous language system, and provides a preliminary comparison with Jamaican Creole forms.

* 7. BARATZ, JOAN C. "A bi-dialectal task for determining language proficiency in economically disadvantaged Negro children" in Child Development, Vol. 40, No. 3 (Sept. 1969) pp. 889-901.

Behavior which has been labelled language deficiency may result from difficulties inherent in code-switching (speakers of Black English switching to Standard English). (from RIE)

* 8. _____. "Who Should Do What to Whom...And Why?" Linguistic-Cultural Differences and American Education, ed. Alfred Aarons, Barbara Gordon, William Stewart. (Florida FL Reporter, Vol. 7, No. 1, 1969) pp. 75 ff.

"The hypothesis that the language of black children is in some way deficient is dismissed in favor of a hypothesis that this language is instead different. Assuming that these children must learn standard English in order to function maximally in society, the author discusses the need for specialists to teach standard English in a quasi-foreign language situation." (W & N)

* 9. _____ and R.W. SHUY (eds.) Teaching Black Children to Read. (Urban Language Series, 4: Washington D.C., Center for Applied Linguistics, 1969).

Presents eight papers concerned with literacy, focusing primarily on language, the relationship of language to reading, and the role of the child's own language behavior in the process of learning to read. Several of the articles were written specifically for this volume; others are reprinted from various journals. The papers are: "Dialectology and the Teaching of Reading," by Raven McDavid, Jr.; "Dialect Barriers to Reading Comprehension," by Kenneth S. Goodman; "Some Sources of Reading Problems for Speakers of Nonstandard English," by William Labov; "Teaching Reading in an Urban School System," by Joan C. Baratz; "A Linguistic Background for Developing Beginning Reading Materials for Speakers of Black English: Three Linguistically Appropriate Passages," by Walter A. Wolfram and Ralph W. Fasold; and "On the Use of Negro Dialect in the Teaching of Reading," by William A. Stewart.

10. _____ and WALTER WOLFRAM. Sociolinguistic Factors in Speech Identification. Research Project No. MH 15048-01. (to be made available in ERIC)

11. BEREITER, CARL and SIEGFRIED ENGELMANN. Teaching Disadvantaged Children in the Preschool (Prentice-Hall, Engelwood Cliffs, N.J., 1966).

Bereiter and Engelmann suggest that the "restricted code" used by black children is a "non-logical mode of expressive behavior." Preschool programs are described which have been used by Bereiter and associates; these programs use foreign language teaching techniques such as imitation and repetition to give the children a chance to expand their restricted code of language. (For comment, see Item 87).

12. BARRITT, L.S. "A Comparison of the Auditory Memory Performance of Negro and White Children from Different Socio-economic Backgrounds," Stud Language and Language Behavior. 8 (1969) 451-479.

"Two studies of auditory memory performance are reported. Lower socio-economic status Negro children performed more like their middle socio-economic status white counterparts on non-contingent strings. When structure could be used in recall, middle-status children performed better than lower-status children." (LLBA)

13. BERLIN, C.I. and A.C. DILL. "The Effects of Feedback and Positive Reinforcement on the Wepman Auditory Discrimination Test Scores of Lower-class Negro and White Children," J. Speech Hearing Rsch. 10 (2) (1967) 384-389.

It was found that special instructions and feedback on this test improved the scores of the Negro experimental subjects to a significant degree. (from DSH)

14. BERNSTEIN, B. "Elaborated and Restricted Codes: An Outline," Int. Journal Amer. Ling. Vol. 33 (4) (1967) 126-133. (See Item 46).

A discussion of elaborated and restricted linguistic forms or codes and the problem of educability in industrial societies. Attention is focused on the language development of the child. (from LLBA)

15. _____. "Elaborated and Restricted Codes: Their Social Origins and Some Consequences," in J. Gumperz and D. Hymes (eds.) The Ethnography of Communication. American Anthropologist, Special Publication, Vol. 66, No. 6, Part 2 (1964) 55-69.

"The theoretical perspective of RESTRICTED and ELABORATED codes is outlined. Within this perspective, language is defined as the totality of options for expression, whereas speech reflects the options that are taken under actual circumstances. Within this theoretical context, the social class uses of restricted and elaborated codes are examined, and implications are drawn as to their socializing and education consequences." (W & N)

16. _____. "Social Class, Linguistic Codes and Grammatical Elements," Language and Speech, Vol. 5 (1962) 221-240.

"Displays the systematic differences between British middle-class and working-class adolescent conversation groups. Middle-class groups are seen to put greater values on providing information and on interpretation than working-class groups. They use fewer personal pronouns, a larger variety of adjectives and subordinate conjunctions, more varied syntax, and more frequent pauses than their working-class peers." (Shuy)

17. BLOOMFIELD, L. "Literate and Illiterate Speech," American Speech. Vol. 2 (1927) 432-439.

"The popular distinction between 'good' and 'bad' language is difficult to define scientifically. Presumably, good language is a 'standard' version while bad language incorporates dialectical diversions. One viewpoint indicates that good language corresponds to a literary (written) standard, while bad language comprises spoken deviations from this standard. This viewpoint is questionable since written language is truly secondary to spoken language, and further, in societies having no written language, a good-bad distinction seems nevertheless to exist. The nearest approach to an explanation of the distinction seems to be that 'by a cumulation of obvious superiorities, both of character and standing, as well as of language, some persons are felt to be better models of conduct and speech than others.'" (W & N)

18. BRIGHT, W. "Language, Social Stratification, and Cognitive Orientation," Explorations in Sociolinguistics, ed. Stanley Lieberson, Int. J. Amer. Ling. (Oct. 1967) 185-190.

"Bright laments the paucity of research on linguistic correlates of social stratification at the time of his writing. He notes that most published data relate to difference in phonological shape between semantically equivalent utterances and suggests caste dialects may also differ in ways in which the grammar and vocabulary derive from different semantic structures. He cites examples from published data on Southeast Asian social dialects." (Shuy)

19. BROOKS, CHARLOTTE E. "Motivating Students for Second-language and Second-dialect Learning." (ERIC Document ED 030 091, 1969) 14 p.

Motivation of disadvantaged students must be accomplished by accepting the students' non-standard dialect while expecting success in learning the standard dialect. The teacher should remember the two functions of language -- revelation of self and communication. (from RIE)

20. BROOKS, R., L. BRANDT, and M. WIENER. "Differential Response to Two Communication Channels: Socioeconomic Class Differences in Response to Verbal Reinforcers Communicated With and Without Tonal Inflection," Child Development, 40 (2) (1969) 453-470.

Investigators have reported differences in communication experience for low and middle class children. Using the Wiener and Mehrabian model of communication, it was hypothesized that low socioeconomic class children respond, in a social reinforcement paradigm, to positive and negative words only when these words are tonally inflected (with congruent inflection), while middle class children respond equally well to words alone and words with congruent tonal inflection. Further, as hypothesized, middle class children respond only minimally to positive word-negative tone, and negative word-positive tone conditions; contrary to the hypothesis, low class children respond to the word and not the tone in these incongruent word-tone pairings. (from LLBA)

21. BROWN, R.W. and MARGUERITA FORD. "Address in American English," Journal of Abnormal and Social Psychology, 62 (1961) 375-385.

"The regularities and semantic implications of forms of address (i.e., calling a person by his first name, or by his title plus his last name) were studied in data taken from American literature as well as from actual and reported usage by given populations." (W & N)

22. BROZ, J.J., JR. "Trends and Implications of Current Research in Dialectology." (ERIC Document ED 010 690) 29 p.

A review of sociolinguistic studies in Detroit, Chicago, London, New York and Washington, D.C. shows several trends: analysis of the language variation in cities, the influence of Black English speech on academic success, and the description of sociolinguistic phenomena like paralanguage. (from RIE)

23. BRUCE, B. "The Social and Psychological Implications of Language Changing," Amer. Behavioral Science. 12 (4) (1969) 34-37.

Linguistic and cultural implications are drawn from the incongruity between being a participant of the white culture (i.e., a white educational system) but a resident of the black. A proposal, with special regard to the area of teaching standard English, suggests the development of a black curriculum in the education system. (from LLBA)

24. BRYDEN, J.D. "An Acoustic and Social Dialect Analysis of Perceptual Variations in Listener Identification and Rating of Negro Speakers." (ERIC Document ED 022 186, 1968) 147 p.

This search for the relevant variables in the perception of speech as Standard English or Black English found that (1) racial identification is predicted by phonetic distortion measures; (2) speech quality rating is predicted by socioeconomic status scores and Articulatory Production score; and (3) spectrographic variables were negligible. (from RIE)

25. BUCK, JOYCE. "Effects of Negro and White Dialectal Variations upon Attitudes of College Students," Speech Monographs (June 1968) p. 181.

A study finds that dialectal phonetic variations affect listeners' reactions to speech patterns and listeners' judgments of a speaker's competence. The evidence supports the rationale for voice and diction courses where dialectal differences exist.

26. CAPELL, A. Studies in Sociolinguistics. (The Hague, Mouton, 1966).

"A discussion of the interaction of language and society from a number of different viewpoints, including linguistic acculturation, kinship language, class languages, and national language problems. Of particular interest

are Chapter 5 (The Process of Linguistic Acculturation) and Chapter 7 (Language and Social Groupings)." (Shuy)

27. CARROLL, J.B. "Memorandum ON Needed Research in the Psycholinguistic and Applied Psycholinguistic Aspects of Language Teaching," Foreign Language Annuals, 1 (3) (1968) 236-238.

Little work has been done to show the relevance of psycholinguistics to language learning. Foreign language teaching methodologies are supported by very little empirical evidence, and applied psycholinguistic research in second-language teaching is only beginning to identify critical variables in instructional methods. In the teaching of English as a second language and the teaching of standard English to disadvantaged children, psycholinguistics may have much to offer, but first specific problems must be defined and training programs must produce competent, interested researchers. (from LLBA)

28. CARROLL, W. and I. FEIGENBAUM. "Teaching a Second Dialect and Some Implications for TESOL," TESOL Quarterly (Sept. 1967) 31-39.

"The authors summarize some of the important contrasts between standard and Negro non-standard English as it is spoken in Washington, D.C., then describe the lessons being constructed along standard foreign-language-teaching lines. Particular attention is given the initial fears of the teachers and how these fears were allayed. Also noted are problems of teacher training, the concept of appropriateness, and the important differences between teaching standard English as a second dialect and teaching English as a foreign language." (Shuy)

29. CAZDEN, C. "Subcultural Differences in Child Language: An Inter-disciplinary Review," Merrill Palmer Quarterly, Vol. 12 (1966) 185-219.

"A key issue is to determine the ways in which the language used by children in various subcultural groups is simply different, and the extent to which such language differences can be considered as deficiencies by some criteria. Research bearing on this issue is reviewed." (W & N)

30. _____. "Three Sociolinguistic Views of the Language and Speech of Lower-class Children -- With Special Attention to the Work of Basil Bernstein," Developm. Med. Child Neurol., 10 (5) (1968) 600-612.

Three approaches to the relationship between social class and language in children are discussed. Bernstein postulates, as a basis of his theory, the existence of two kinds of speech systems, an "elaborated" code which is considered more likely to be used by middle class children, and a "restricted" code, in which the language is more predictable, and which is more associated with sections of lower class. In a second type of approach, middle class children have been found to give predominantly "part descriptive" statements when asked to describe things, and lower class children

predominantly " holistic inferential" responses. In a similar study, lower class adolescents used much more metaphorical speech. Thirdly, American research on whether particular lower class dialects differ from the rules of standard English indicates that there are basic and meaningful deviations, for instance in lower class Negro dialect. The educational implications of these various findings are discussed. (from LLBA)

31. COCKRELL, WILMA and K.R. JOHNSON. "Standard Oral English, Tenth Grade: Instructional Guide C." (ERIC Document ED 027 351, 1967) 137 p.

This teaching guide for an oral English program for speakers of Black English contains sample lessons for motivation, pronunciation, and usage of Standard English, together with general background information for the teacher on Black English. (from RIE)

32. COHEN, ROSALIE and others. "Implications for 'Culture Conflict' From a Semantic Feature Analysis of the Lexicon of the Hard Core Poor." (ERIC Document ED 027 513, 1968) 14 p.

"This approach assumes that basic beliefs about relevant social reality will be reflected in a group's choice of rules for language use." Culture differences of the "hard core poor" are examined as the author develops a taxonomy of their language usage. (from RIE)

33. CRAIG, D.R. "Teaching English to Jamaican Creole Speakers: A Model of a Multi-Dialect Situation," Language Learning, 16 (1 & 2) (1966) 49-61.

"Modifications in the standard foreign-language teaching method are needed when teaching English to Jamaican Creole speakers. The conditions in the language environment which make this necessary are explained. Modifications are suggested which have proved effective in practice. A model of the Jamaican language situation is given." (LLBA)

34. DAVIS, A.L. "Dialect Research and the Needs of the Schools," Elementary English, 45 (1968) 558-559.

This brief article describes several of the dialect research projects which have been undertaken recently--the Linguistic Atlas, the projects in New York City, Washington D.C., Detroit and Chicago. The implications of the findings of this research for language teaching are described.

* 35. _____ and others. "Language Resource Information for Teachers of the Culturally Disadvantaged." Final Report. (ERIC Document ED 028 445, 1969) 269 p.

In the first two sections of this thorough report, a general background on language and the nature of social classes is provided. "Sections on phonetics, phonemics, and suprasegmentals progress from the most simple pho-

netic data to the organization of more complex data into a phonological system. A study of the most troublesome areas of grammar precedes a list of phonologic and morphologic features found to be nearly universally associated with lower class or non-standard English." Other sections deal with paralanguage, TESOL techniques (including a sample lesson), transcriptions of nonstandard speech, and a book list with selected bibliography. (from RIE)

36. DECAMP, D. "The Field of Creole Language Studies," Studia Anglica Posnaniensa, 1 (1969) 29-51.

DeCamp feels that the "creole" of Jamaica is in fact a continuum of codes ranging from a true creole to a standard variety, and that individuals function within various regions of that continuum, using interideolectal code switching (binary irreflexive mapping of a grammatical string in one idiolect onto a "functionally equivalent" string in a second idiolect). The idiolectal structure can be related to the sociolinguistic macrostructure by a supplementary ordered set of conversion rules that are a part of the individual's competence. DeCamp, in short, proposes a formal theory of sociolinguistics based on discrete oppositions (binary choices) rather than on gradience and probability (as Labov's work is based).

37. DILLARD, J.L. "How to Tell the Bandits From the Good Guys; Or, What Dialect to Teach?" Linguistic-Cultural Differences and American Education, ed. Alfred Aarons, Barbara Gordon, William Stewart (Florida FL Reporter, Vol. 7, No. 1, 1969) pp. 50 ff.

Dillard contends that there is one single prestigious Standard American English dialect ("Network Standard") which should be taught in the schools to all speakers of nonstandard dialects, since it is the one relatively unmarked variety. The nonstandard dialects are learned at home, and do not need to be formally taught. (However, techniques of second dialect teaching might be needed at first--as, providing beginning readers in Nonstandard Black English--but the ultimate goal is the teaching of the standard variety).

* 38. _____. "Non-standard Negro Dialects -- Convergence or Divergence?" Florida Foreign Language Reporter (Fall, 1968) 3 p.

There are two theories regarding the origin of Black English in the U.S. McDavid discounts the influence of African language on Black English, assuming that "selective cultural differentiation" caused the difference between Standard English and Black English. Stewart suggests that an African pigin (Gullah) had a great influence on Black English -- "relexification" could then account for many of the persistent differences between Standard English and Black English. This article describes the problem and suggests that further research into Black English may substantiate Stewart's position. (from RIE)

39. _____. "The English Teacher and the Language of the Newly Integrated Student," The Record-Teachers College, 69 (2) (Nov. 1967) 115-120.

"The author discusses the influence of English-based Creoles on contemporary Negro non-standard English, particularly in syntactic properties. Dillard cites such language learning problems as the Negro child's lack of awareness of his dialect differences from standard, problems of group loyalty, age-grading, and the construction of special drills for Negro children." (Shuy)

40. _____. Disadvantaged Child, ed. Jerome Hellmuth. Vols. I and II. (Special Child Publications: Seattle, 1967-68).

These two volumes contain articles by various physicians, psychologists and educationalists on the "disadvantaged" child. The problem is defined as one of "cultural deprivation," and preschool enrichment of various forms is recommended. An attempt is made to represent a wide variety of approaches to this problem; issues like the nature-nurture controversy, educational measurement, language development and reading proficiency are discussed. Some of the authors included are Bereiter, Deutsch, and Jensen; some of the articles include "The Culturally Disadvantaged and the Heredity-Environment Uncertainty," and "The Psychological Basis for Using Preschool Enrichment as an Antidote for Cultural Deprivation." (For comment, see Item 87).

41. DUNN, CHARLETA. "The characteristics and the Measured Language Arts Abilities of Deprived Youth in the School Desegregation Institute," Elementary English, 46 (1969) 266-272.

"The results of a pilot program in total school desegregation are discussed. Results of several language and achievement tests given to the students before and after the program are reported. Interpersonal relations among students and between students and teachers are also discussed." (W & N)

42. EFFRAT, A., R. FELDMAN and H. SAPOLSKY. "Inducing Poor Children to Learn," The Public Interest (Spring, 1969) 106-112.

"The authors propose that schools should offer rewards for achievement in terms of the values of the children involved. Since the values of the lower classes in America are primarily materialistic, they claim, schools should reward disadvantaged children's achievements with monetary payment. Advantages and disadvantages of such a situation are discussed." (W & N)

43. EISENBERG, L., C. BERLIN, ANNE DILL and F. SHELDON. "Class and Race Effects on the Intelligibility of Monosyllables," Child Development, 39 (1968) 1077-1089.

"Negro and white school children from low and middle socioeconomic groups listened to Negro and white, educated and uneducated females read lists of monosyllables. Educated speakers, regardless of race, were found to be most

intelligible to listeners of their own race. Negro children showed generally poorer listening scores than whites." (W & N)

44. ELLIS, D.S. "Speech and Social Status in America," Soc. Forces, Vol. 45 (3) (1967) 431-437.

"The importance of one's speech as an indicator of social status has received little attention in America. Several writers of books on social stratification have even suggested that the speech differences between members of upper and lower classes are very subtle and inconsequential. This article presents research evidence to the contrary, based primarily on three research projects conducted by the present author and two by other researchers. The findings suggest that persons' social status is revealed by their voice -- even when content-free speech is used, e.g., counting from one to twenty. Persons speaking one regional dialect of American English can identify the social status of persons speaking different dialects. The research also attempts to isolate the various speech qualities which reveal one's social status and to investigate the ability of speakers to disguise these qualities." (LLBA)

45. ENTWISLE, DORIS. "Developmental Sociolinguistics: Inner-City Children," The American Journal of Sociology, 74 (1968) 37-49.

"Word association responses suggest that first grade white slum children are more advanced in linguistic development than suburban white children of the same intelligence level. Reasons for and implications of this finding are discussed." (W & N)

46. ERICKSON, F. "'"F" Get You Honky!' A New Look at Black Dialect and the School," Elementary English, 46 (1969) 495-517.

"Reports of a research project, 'Sounds of Society', indicate that if Bernstein's restricted and elaborated language codes are used to mean 'high context' and 'low context' communication styles, there is no indication that either inner city black people or suburban white people are bound exclusively to either style. The data also indicated that the language used by the black speakers was adequate for communication of abstractions when the researcher shared the context of the speakers. It is suggested that allowing the use of the black dialect in the classroom would result in a high context and thus more productive communication situation for the black child." (W & N)

47. ERVIN-TRIPP, SUSAN. "An Analysis of the Interaction of Language, Topic, and Listener," American Anthropologist (Dec. 1964) 86-102.

"An excellent outline of some of the characteristics of sociolinguistic research. Elaborating on the aspects noted by Hymes (see item 72), Ervin-Tripp summarizes some of the major research to that time in each category. She concludes that there are four general types of methods in sociolinguistics: (1) studies of the speech of social groups, (2) ethnographic studies

(how speech is used according to occasion, setting, and participants), (3) experimental studies (allowing artificial constraints on normal covariance revealing such things as the power relation of participants), and (4) the distribution of grammatical or phonological forms." (Shuy)

48. _____. Sociolinguistics. Working Paper No. 3, Language-Behavior Research Laboratory, University of California, Berkeley (Nov. 1967).

"This work describes the broad field of sociolinguistics, with sections on sociolinguistic rules, speech variables, linguistic diversity, and switching. The author carefully plots the territory of the discipline and summarizes the important research relating to each topic. An excellent bibliography is included." (Shuy)

49. FARR, HELEN LOUISE KUSTER. "Culture Change in the English Classroom: An Anthropological Approach to the Education of Culturally Disadvantaged Students." (ERIC Document ED 029 882, 1966) 270 p.

This library study surveyed research literature in anthropology and English teaching to find that the most valuable anthropological ideas for the teacher of English as a second dialect are the concept of culture and the method of systematically making comparative studies of cultures. (from RIE)

50. FASOLD, R. W. "Distinctive Linguistic Characteristics of Black English," Georgetown Monograph Series on Languages and Linguistics, Vol. 22 (Washington D.C., Georgetown University Press) (1970).

51. _____. "Tense and the Form Be in Black English," Language (1969) 45, 4, 763-776.

The Negro dialect, Black English, uses be distinctively to express iteration as opposed to instantaneous or constant states. All such occurrences of be cannot be explained by phonological deletion of modals (as, omission of "would" from "would be"). Fasold suggests that tense is optional in copula constructions of BE, leading at times to a "non-tense" form of the copula.

52. _____ and R.W. SHUY (eds.) Teaching Standard English in the Inner City. Washington D.C., Center for Applied Linguistics. In press.

* 53. FEIGENBAUM, I. "Using Foreign Language Methodology to Teach Standard English: Evaluation and Adaptation" in Florida FL Reporter, Vol. 7, No. 1 (Spring/Summer 1969) 116-122.

After discussing early attempts to apply TESOL techniques to the second-dialect problem, the author discusses the roles of teacher and students in bringing innovation to the classroom, TESOL techniques that have been adapted to the native language English class, and new features which are needed to meet needs not adequately dealt with at present.

54. FERGUSON, C.A. "Diglossia," Word, 15 (1959) 325-340.

"The author examines the shift between a local spoken dialect and a superposed standard variety of the same language, e.g. the shift between classical and colloquial Arabic in the classroom from lecture to discussion. Linguistically, the grammar of the superposed variety (referred to as 'high' dialect) is generally more inflected than the local spoken variety (referred to as 'low' dialect), although they may share most of the same lexicon. It is not possible to generalize about comparative phonologies. One important feature of diglossia is the specialized function of the high and low dialects (very little overlapping). Ferguson concludes with a tentative prognosis for giglossic language situations over the next two centuries (Swiss German, Arabic, Haitian Creole, and Greek)." (Shuy)

55. FISCHER, J.L. "Social Influences on the Choice of a Linguistic Variant," Word, Vol. 14 (1958) 47-56.

"Fischer studies the use of /in/ and /iŋ / forms of the suffix -ing by New England children, used to form participles and verbal nouns, as in farming and playing. He found that the choice between the /in/ and /iŋ / variants appears to be related to sex, class, personality (aggressive/cooperative), and mood (tense/relaxed) of the speaker, to the formality of the conversation and to the specific verb form. While this might be described as free variation in a standard type of description, Fischer would like to account for more than the grammatical facts and denotative meaning involved and refers to these distributions as 'socially conditioned variants' or 'socio-symbolic variants.'" (Shuy)

56. FORD, N.A. "Improving Reading and Writing Skills of Disadvantaged College Freshmen," College Composition and Communication, 18 (2) (1967) 99-105.

"A report on the first year of a three-year study designed to: (a) determine whether or not specially selected reading materials and experiences and specially devised methodology can motivate culturally disadvantaged students to improve their reading and writing skills more readily and thoroughly than the normal experiences of a typical freshman English course, and (b) determine whether or not culturally disadvantaged students who have improved their reading and writing skills because of effective motivation in this course will likewise achieve at a higher level in other academic

subjects involving these skills....(All students in freshman English) made gains in the skills involved in effectiveness of written expression; the experimental group alone made significant gains on the mechanics of expression, and in the areas of level and speed of comprehension." (from LLBA)

57. GLADNEY, MILDRED R. and L. LEAVERTON. "A Model for Teaching Standard English to Nonstandard English Speakers," Elementary English, 45 (1968) 758-763.

"Recognizing the functional distinction between 'school talk' and 'everyday talk', the program attempted to elicit the former in informal settings. Results were assessed as favorable." (W & N)

58. GOLDEN, RUTH I. Improving Patterns of Language Usage. (Wayne State University Press; Detroit, Mich. 1960, 1966) 196 p.

"This was the first book to point up the special speech problems encountered by middle-class white teachers in schools of predominantly black students of lower socio-economic level in Detroit and in other urban areas. It is a report on intensive research into the language of three high schools in Detroit with a school population of largely Negro students as compared to the language of similar schools of predominantly white population. The book defines the problem, suggests possible ways to meet it, and presents remedial lessons and exercises to be used with second-language teaching techniques." (Golden)

59. _____. "Learning Standard English by Linguistic Methods." (ERIC Document ED 018 783) 10 p.

The author describes the procedure used in developing a series of tapes for high school and elementary speakers of Black English in Detroit. She claims the lessons (using structuralist-type second language teaching techniques) have been significantly effective. (from RIE)

60. GRADY, M. "The Uses of Linguistics in the Schools," Eng. Journal, 57 (6) (1968) 870-879.

Secondary school teachers are cautioned not to replace descriptive linguistics completely with transformational grammar, but to use each where applicable. Uses of linguistics in teaching writing, literature, and prestige dialects are suggested. Linguistics is said to deserve consideration beyond these uses, however, and a division of the curriculum permitting linguistic theory to be studied separately from literature, composition, etc., is proposed.

61. GREEN, G. "Negro Dialect, The Last Barrier to Integration," Journal of Negro Education, Vol. 31 (1962) 81-83.

"The speech of the majority of American Negroes is seen as the major obstacle to the Negro's successful entrance into a predominantly white world." (W & N)

62. GUMPERZ, J.J. "Linguistic and Social Interaction in Two Communities," American Anthropologist (Dec. 1964) 137-153.

"Gumperz studies the effect of topic (verbal repertoire) on certain forms in rural Norwegian and standard North Norwegian. The type of alternation depends heavily on the social characteristics of the persons being addressed. An important study in the search for the structure of verbal repertoires." (Shuy)

63. _____. "On the Ethnology of Linguistic Change," Sociolinguistics, William Bright, ed. (The Hague, Mouton, 1966) 27-49.

"The author describes intra-community processes of change through the use of different methods of interviewing, participant observation, and controlled experimentation. Gumperz investigates code-switching between a local dialect and a high prestige dialect. Friendship networks are chosen for investigation since linguistic similarity is most closely reflected through friendship ties. Such a 'network' approach allows Gumperz to dispense with difficult concepts such as class, prestige, etc. The author describes the choice of dialect based on setting (transactional vs. personal), open vs. closed networks, local vs. non-local topic, and many other features." (Shuy)

64. _____. "Types of Linguistic Communities," Anthropological Linguistics, Vol. 4 (1962) 28-40.

"Whereas the linguistic concept of a speech community is oriented toward defining speakers who share a language, with stylistic variants, dialects and the like often receiving relatively secondary attention, the present concept of linguistic community places stress upon intralanguage variation. The linguistic community is defined as 'a social group which may be either monolingual or multilingual, held together by frequency of social interaction patterns and set off from the surrounding areas by weaknesses in lines of communication.'" (W & N)

65. HARMS, L.S. "Status Cues in Speech: Extra-race and Extra-region Identification," Lingua, 12 (1963) 300-306.

"Tape recorded speech samples of Negro speakers from Washington, D.C., were presented to untrained midwestern college students who rated the speakers in terms of their suspected social status. Results indicated a significant correlation (.94) between these ratings and ratings previously obtained from listeners living in the same region as the speakers, as well as a significant correlation (.88) between the midwestern ratings and an objective index of the social statuses of the speakers." (W & N)

66. HAWKINS, R. "A Speech Program in an Experimental College for the Disadvantaged," Speech Teacher (March 1969).

Experience with college speech classes for the disadvantaged led to the following recommendations: greater emphasis on films is productive, as is postponement of self-rating with a video trainer; the importance of "talking out" aggressions; and motivational value is found in dramatic public performances.

67. HEINBERG, R. and others. "Speech-communication Learning System. Volume 1, Learner's Handbook." (ERIC Document ED 020 523, 1968) 52 p.

In this programmed "learner's handbook" for nonstandard English speakers in Hawaii, there is an emphasis on awareness of paralinguistics rather than on linguistic content and form. Variables tested are eye contact, loudness, voice quality, pitch, rate of speaking, and articulation. (from RIE)

68. HESS, R.D. and VIRGINIA SHIPMAN. "Early Experience and the Socialization of Cognitive Modes in Children," Child Development, 36 (1965) 869-886.

"The research question is: 'What is cultural deprivation and how does it act to shape and depress the resources of the human mind?' Results of a study support the following arguments: (1) behavior associated with social, educational and economic poverty is socialized in early childhood; (2) lack of cognitive meaning in mother-child communication is a key to deprivation; (3) growth of cognition is fostered by family control systems permitting a wide range of alternatives of action and thought in the child." (W & N) Authors rely heavily on Bernstein's research. (See Item 46).

69. HOUSTON, SUSAN H. "A Sociolinguistic Consideration of the Black English of Children in Northern Florida," Language (1969) 45, 599-607.

Within the dialects of white English and black English (which differ primarily in phonology) there are the two varieties of educated and non-educated register. The author describes the nature of the nonschool register (e.g. lower pitch, less stress, longer utterances) and provides a "probable phoneme inventory" and a set of ordered rules for black English. (from RIE)

70. HURST, C.G. and W. JONES. "Psychosocial Concomitants of Substandard Speech," Journal of Negro Education, 35 (1966) 409-421.

"The relationships of certain psychological, sociological and attitudinal variables to levels of speech proficiency of Negro college students was investigated in order to establish the existence and extent of psychosocial correlates of environmentally induced speech and language deficiencies." (W & N)

71. HYMES, D. "Introduction: Toward Ethnographies of Communication," in J.J. Gumperz and D. Hymes (eds.) The Ethnography of Communication. American Anthropologist Special Publication, Vol. 66, No. 6, Part 2 (1964) 1-34.

"The argument is advanced that it is an 'ethnography of communication' which 'must provide the frame of reference within which the place of language in culture and society is to be described.' This focus implies two main considerations: (1) the direct investigation of the use of language in the contexts of situations so as to discern patterns which escape more traditional linguistic, sociological, or psychological approaches, and (2) the consideration of the 'community' as the frame of reference for study." (W & N)

72. _____. "The Ethnography of Speaking," Anthropology and Human Behavior, T. Gladwin and W. Sturtevant, eds. (Washington, D.C., Anthropological Society of Washington, 1962) 15-53.

"A programmatic discussion of the subject matter of sociolinguistics: an examination of verbal behavior in terms of the relations between the setting, the participants, the topic, the functions of the interaction, the form, and the values held by the participants. This article contains an excellent bibliography of previous accomplishments in this field." (Shuy)

73. _____. On Communicative Competence. (Penguin, in press) (A long resume entitled "Competence and Performance in Linguistic Theory," in Mechanisms of Language Development. ed. Renira Huxley and Elisabeth Ingram. Pub. Ciba Foundation, London, in press).

The notion of competence must be extended to allow for sociocultural factors which at present are relegated to the realm of performance. Hymes postulates a "communicative competence" in which the systematically possible (grammatical), the feasible (in terms of physiological limits), and the appropriate (acceptable) interact to produce and interpret actually occurring cultural behavior. Hymes shows how such a theory could facilitate the educational process in American schools, with particular reference to speakers of Black English.

74. JAKOBOVITS, L. "A Functional Approach to the Assessment of Language Skills," Linguistic-Cultural Differences and American Education. ed. Alfred Aarons, Barbara Gordon, William Stewart. (Florida FL Reporter, Vol. 7, No. 1, 1969) pp. 103 ff.

Recent theoretical developments may be able to give coherent guidance to attempts to solve practical problems of language testing. Such concepts as "communicative competence" (see item 73) and Jakobovits' postulated three semantic levels may radically alter present strategies of language testing. Some of the methodological approaches which derive from these new developments are outlined.

75. JENSEN, A. "How Much Can We Boost IQ and Scholastic Achievement?" Harvard Educational Review, Vol. 39, No. 1.

Jensen suggests that the linguistic behavior of Negro children in interview and test situations indicates possible genetic inferiority of blacks. (For comment, see Item 87).

76. _____. "The Culturally Disadvantaged and the Heredity-Environment Uncertainty," Disadvantaged Child: Head Start and Early Intervention, Vol. II, ed. Jerome Hellmuth (Special Child Publications; Seattle, 1968) 29-76.

The lower scores of the culturally disadvantaged on measures of abstract ability may be caused by genetic, prenatal, nutritional and other biological factors as well as social factors. It has been assumed that the "disadvantage" of blacks is a result of environment rather than heredity; this assumption needs to be reexamined in light of research on the biological bases of individual differences. Research is cited which indicates that races may differ in intelligence regardless of sociocultural factors. (See item 87 for comment).

77. JOHNSON, K. "Pedagogical Problems of Using Second Language Techniques for Teaching Standard English to Speakers of Nonstandard Negro Dialects," Linguistic-Cultural Differences and American Education, ed. Alfred Aarons, Barbara Gordon, William Stewart. (Florida FL Reporter, Vol. 7, No. 1, 1969) pp. 78 ff.

Due to the failure of traditional English programs to teach black children standard English, second language teaching techniques have been tried, and have in general proved more effective. Teaching English as a second dialect presents several problems that are not encountered in the usual TEFL situation however. These problems are discussed in some detail. They include such factors as teacher attitude, failure to recognize Black English as a distinct linguistic system, "functional interference", motivation, and the surface similarity of BE and SE.

78. KENDRICK, S.A. "Verbal Ability: An Obsolete Measure!" Council Journal (March 1968) 5 p.

The author examines the problem of colleges which are becoming integrated. They must lower or change their standards for admission in order to admit black students. One standard which might profitably change relates to the current identification of verbal ability with scholastic aptitude. (from RIE)

*79. KOCHMAN, T. "Culture and Communication: Implications for Black English in the Classroom," Linguistic-Cultural Differences and American Education, ed. Alfred Aarons, Barbara Gordon, William Stewart. (Florida FL Reporter, Vol. 7, No. 1, 1969) pp. 89 ff.

Kochman, in an extremely valuable article, describes several of the ways in which modes of communication in the Black culture differ from those in the

white culture. Such cultural patterns as the primary channel of communication, the mechanism of communication, the correlation of manipulative ability with words and status, the communicative network of the street -- all have great implications for the teacher of language arts, who must know the culture of his students and respect its distinctiveness.

80. _____. "Social Factors in the Consideration of Teaching Standard English," Linguistic-Cultural Differences and American Education, ed. Alfred Aarons, Barbara Gordon, William Stewart (Florida FL Reporter, Vol. 7, No. 1, 1969) p. 87.

The author presents several objections to oral language programs that attempt to teach English as a second dialect. He claims that such programs do not develop one's ability to use language, that too much time is needed to even acquire mediocre proficiency in standard dialect, that too much importance is attached to the ability, and that fluency in speech is more important than accurate use of the prestige dialect. (from RIE)

81. LABOV, W. "Contraction, Deletion and Inherent Variability of the English Copula," Language 45 (4) (1969) 715-762.

Labov's approach to the problem of the copula in nonstandard Negro English "combines the methods of generative grammar and phonology with techniques for the quantitative analysis of systematic variation." (R.I.E.) Labov concludes that contraction of the copula, as in standard English, is followed in Black English by a rule calling for its deletion. (from RIE)

82. _____. "Hypercorrection by the Lower Middle Class as a Factor in Linguistic Evaluation," Sociolinguistics, William Bright, ed. (The Hague, Mouton, 1966) 84-113.

"Suggests that in the study of the social stratification of language, we need not be confined to the evidence of objective differentiation of behavior. The author describes his methods used to measure unconscious subjective reactions to individual values of the phonological variables under investigation. He cites the fluctuation in stylistic variation shown by the lower middle class, their hypersensitivity to stigmatized features which they use themselves, and their inaccurate perception of their own speech as evidence of the linguistic insecurity of that social group. Labov then examines the role of hypercorrection in effecting linguistic change." (Shuy)

83. _____. "Phonological Correlates of Social Stratification," in Gumperz and Hymes, eds., The Ethnography of Communication (American Anthropologist, Vol. 66, No. 6, Part 2, pp. 164-176).

"One of the most significant studies of the frequency distribution of linguistic variables as they correlate with sociological data. Labov investigates five phonological variables in New York City speech, the (r) of park

and car, the (eh) of bad and ask, the (th) of thing and three, the (dh) of the and them, and the (oh) of chocolate and off. Of special interest is Labov's treatment of contextual styles, his use of preceding sociological research, his quantification of the frequency distribution of the variables, and the implications of this research for the serious study of linguistic change." (Shuy)

* 84. _____. "Some Sources of Reading Problems for Negro Speakers of Nonstandard English," New Directions in Elementary English (1967, Natl. Council for Teachers of English) 140-167. (Also reprinted in Item 9).

This article is aimed primarily at elementary school teachers of reading. It outlines some of the major phonological and grammatical differences that mark nonstandard Negro speech as compared with standard English. Labov describes several phonological variables and shows how they have grammatical consequences in spoken language. For example, Labov shows that the phonological simplification of final consonant clusters in nonstandard English leads to the variation between "He work yesterday" and "He worked yesterday," but the third singular -s is simply absent from the grammar of Black English in "He work today."

* 85. _____. "Stages in the Acquisition of Standard English," Social Dialects and Language Learning, R. Shuy, ed. (Champaign, Ill., Natl. Council of Teachers of English, 1965) 77-103. (Also reprinted in Hungerford, Robinson and Sledd, eds., English Linguistics, Scott Foresman; Glenview, Ill., 1969).

"A discussion of the stages in the acquisition of standard English, growing out of the author's extensive research into New York City speech. These are: (1) the mastery of the main body of grammatical rules and lexicon of spoken English, sufficient for a child to communicate his needs. (2) Acquisition of local dialect consistent with that of his friends and associates. (3) Acquisition of social perception in early adolescence. (4) Development of ability to modify his speech in the direction of prestige standard, in formal situations, and to some extent in casual speech. (5) Ability to maintain standard styles and switch appropriately (acquired primarily by the middle class). (6) Development of complete consistency appropriate to a wide range of occasions." (Shuy)

86. _____. "The Effect of Social Mobility on Linguistic Behavior," Explorations in Sociolinguistics, Stanley Lieberson, ed. Int. J. Amer. Ling. (Oct. 1967) 58-75.

"The author adds to his previous research on linguistic variables by considering the dimension of social mobility. He observes that upwardly mobile persons usually adopt the norms of the next higher group with which they are in contact. A group which has a history of social stability tends to be governed more by its own norms. Labov concludes that in an urban society, linguistic stratification is the direct reflection of underlying sets of social values, rather than sets of habits which result from close contact

and are set off from each other by discontinuities in the communications system." (Shuy)

* 87. _____. "The Logic of Nonstandard English," in 20th Annual Round Table: Monograph Series on Languages and Linguistics, ed. by James E. Alatis. (Number 22, 1969) pp. 1-43. (Also in Items 97 and 101).

Recent programs developed for teaching the "disadvantaged" (e.g., those of Bereiter et. al.) are based upon misinterpretations of linguistic and sociological data. In particular, such projects are based upon the "verbal deficit" hypothesis -- the contention that nonstandard dialects are illogical and "restricted", and reflect cognitive disabilities. Labov describes this hypothesis, and then rejects it. He concludes that (1) the correlation between cognition and syntactic complexity is still unclear, (2) there is no basis for attributing poor educational performance to grammatical and phonological characteristics of any nonstandard English dialect. Basing educational programs upon the "verbal deficit" hypothesis is damaging to teachers' attitudes and children's performance. (In fact, the performance of black children in this kind of alien and threatening situation has been taken as evidence of cognitive disability).

* 88. _____. "The Non-standard Negro Vernacular: Some Practical Suggestions," in Position Papers from Language Education for the Disadvantaged. Report No. 3 of the NDEA National Institute for Advanced Study in Teaching Disadvantaged Youth, June 1968, pp. 4-7.

A brief description of the patterns which distinguish nonstandard Negro English from standard English: systematic differences in sound pattern which have little grammatical significance, phonological differences that intersect grammatical features, morphological differences, and differing syntactic rules. Suggestions to school teachers for ways of motivating speakers of nonstandard English in the classroom.

89. _____. The Social Stratification of English in New York City. (Wash. D.C., Center for Applied Linguistics, 1966) 655 p.

"Probably no single piece of research has so directly affected the fields of linguistics and sociology as much as this monumental work. Labov's aim is to account for linguistic variation in a systematic way. He attacks, among other things, the claims of linguists that synchronic systems and diachronic developments must be studied in isolation, that sound change cannot be directly observed, that feelings about language are inaccessible, and that the linguist should not use non-linguistic data to explain linguistic change. This work is significant in its description of the author's approach to the correlation of linguistic features to social stratification, the isolation of contextual styles, interviewing techniques, and subjective evaluation of the variables, among other things." (Shuy)

* 90. _____. "The Study of Non-standard English." (ERIC Publications ED 024 053, 1969) 75 p. (Reprinted in book form by NCTE, 1970 Stock # 27651).

The author considers Black English to be an integral part of the sociolinguistic structure of American English. He describes the nature of language, sociolinguistic principles which have been discovered in the last 10 years, and relates these to the problems of educating speakers of Black English. Labov suggests research that teachers can do in the classroom to help them prepare teaching materials. He includes a 36-item bibliography. (from RIE)

* 91. _____ and C. ROBINS. "A Note on the Relation of Reading Failure to Peer-group Status in Urban Ghettos," The Teachers College Record (Vol. 70, No. 5, 1969). (Reprinted in Item 101).

"Correlation of reading achievement with grade level for isolated individuals in Harlem shows a general upward trend averaging about two years behind grade level. But members of peer groups integrated into the street culture show a ceiling at the fifth grade reading level. This result underlines the authors' general finding that the major causes of reading failure are social and cultural conflict, not structural differences in the dialect." (Labov)

92. _____ and P. COHEN. "Systematic Relations of Standard and Non-standard Rules in the Grammars of Negro Speakers," Project Literary Reports No. 8 (Ithaca, N.Y., 1967) 66-84.

"A discussion of the intersection of the non-standard vernacular of the urban ghetto and standard English especially as it relates to reading problems. The authors reject the notion that Negro speech is the product of dialect mixture of two originally uniform grammars, suggesting instead that the differences between Negro non-standard and standard English are surface structure manifestations of relatively low-level rules. His research shows that native non-standard speakers can perceive, abstract, and reproduce the meaning of many standard forms which they do not produce." (Shuy)

93. _____ and others. "A Study of the Non-standard English of Negro and Puerto Rican Speakers in New York City. Volume I: Phonological and Grammatical Analysis." (ERIC Document ED 028 423, 1968) 397 p.

Linguistic analysis "shows nonstandard Negro English related to standard English by differences in low-level rules which have marked effects on surface structure." (R.I.E.) Forms analyzed include the -ed suffix, the third singular, possessive, and plural -s, the copula and negative concord rules. "Repetition tests showed that many nonstandard Negro English speakers understood both Black English and Standard English forms but produce Black English forms." (from RIE)

94. _____ and others. "A Study of the Nonstandard English of Negro and Puerto Rican Speakers in New York City. Volume II: The Use of Language in the Speech Community." (ERIC Document ED 028 424, 1968) 366 p.

While the structural conflicts between Black English and Standard English described in Volume I help to cause reading failure, "functional conflict (cultural conflict between Black English and Standard English value systems expressed as different language norms) is the chief problem." This volume describes the peer groups and vernacular culture involved in the study, group standards and attitudes toward language, and concludes with concrete recommendations for teachers. (from RIE)

95. LAMBERT, W.E. "Psychological Approaches to the Study of Language. Part II: On Second-Language Learning and Bilingualism," The Modern Language Journal, 47 (1963) 114-121.

"Social-psychological implications of second language learning are introduced and discussed. Particular emphasis is given to the theoretical position that, as an individual successfully acquires a second language, he tends to adopt various cultural traits which characterize users of that language. His success in learning the second language is believed to depend upon his own ethnocentric tendencies and his attitude toward the users of the second language. Discrepancies between the two cultures may lead the second language learner to 'experience feelings of chagrin or regret as he loses ties in one group, mixed with the fearful anticipation of entering a relatively new group,' a feeling referred to as anomie." (W & N)

96. LANE, H. et al. "The Perception of General American English by Speakers of Southern Dialects," Studies in Language and Language Behavior, 4 (1967) 207-217.

"Recent linguistic research has shown that the speech patterns of Southern Negroes constitute a legitimate dialect of English with grammatical (including phonological) rules somewhat different from General American English (GAE). The present experiment was designed to examine the possibility that those aspects of the Negro dialect which set it apart from other English dialects lead to differences in speech perception, as well as to the differences previously noted in speech production....(I)t appears that speakers of the Southern Negro dialect commit more errors when attempting to correctly perceive GAE than do Caucasian students from the same geographic area and of the same socio-economic level. A phonemic analysis of the Ss' written responses suggested some of the differences in dialect between GAE and the speech of Southern Negro and Southern Caucasian students which may account for the more common errors in speech perception made by the Ss in the present experiment." (LLBA)

* 97. Language and Poverty: Perspectives on a Theme, ed. Frederick Williams. (Markham Publishing Co., in press).

This anthology contains a series of articles centering around the relation between language and social position in the United States. A fine annotated bibliography of journal articles is included. Items in the book include "The Logic of Nonstandard English" by Labov; "The Sociolinguists and Urban Language Problems" by Shuy; "Toward a History of American Negro Dialect" by Stewart; Bernstein's "A Sociolinguistic Approach to Socialization"; "Teaching Reading in an Urban Negro School System" by Baratz; and articles by Cazden, Williams, Menyuk, Entwisle, Engelmann, and others.

98. LAWTON, D. "Social Class Differences in Language Development: A Study of Some Samples of Written Work," Lang. Speech, 6 (1963) 120-143.

"The writing of working-class boys indicates their use of a Restricted Code, shown in vocabulary, in classes of words used, and in structures preferred. Words and structures are selected from a narrower range of alternatives." (DSH)

99. LERMAN, P. "Argot, Symbolic Deviance and Subcultural Delinquency," American Sociological Review, Vol. 32 (2) (1967) 209-224.

"Unlike past studies of subcultural delinquency, which stress the interaction context and focus on behavioral deviance, this study highlights the importance of symbolic (particularly verbal) deviance, both in its own right and for delinquency research. Survey data are presented showing that males are superior in knowledge of deviant language and that the growth of argot language parallels the growth of cognitive consistency and symbol usage, reaching its peak in late adolescence. Four patterns of argot knowledge are identified, but the thesis of subcultural specialization is not supported. Evidence also shows that argot knowledge is related to shared deviant values, and that both indicators of symbolic deviance are related to official and unofficial measures of deviant behavior. These data suggest that police take cognizance of youthful symbolic as well as behavioral deviance." (LLBA)

100. LEVINE, L. and H.J. CROCKETT, JR. "Speech Variation in a Piedmont Community: Postvocalic r," Explorations in Sociolinguistics, Stanley Lieberson, ed. Int. J. Amer. Ling. (Oct. 1967) 76-98.

"The authors discovered that the rates at which r was pronounced are bimodal rather than distributed about a central value. This bimodality is greater among higher status residents of the community. Younger and newer residents pronounce the r, while older and tenured residents do not. The authors conclude that if this feature is indicative of a general direction of linguistic change, the community's march toward the national norm will be led by women, young people, short-term residents of the community and by those who are near, but have not yet arrived at, the white-collar class." (Shuy)

*101. _____. Linguistic-Cultural Differences and American Education. ed. Alfred C. Aarons, Barbara Y. Gordon, and Wm. A. Stewart (pub. Florida FL Reporter, Nov. 1969).

This is an anthology of articles by educators and linguists, all dealing with the problems involved in teaching standard English to students in the U.S. who are socially or culturally "non-standard". (This includes Negro, American Indian, Mexican-American, Chinese, and Appalachian students). Key articles by Labov, Shuy, Stewart, Baratz, Bailey and others are included. Excellent for teacher preparation in this field.

102. LOBAN, W. Problems in Oral English (Champaign, Ill., National Council of Teachers of English, 1966).

"Loban presents findings of a longitudinal study of language development. The subjects of the study are Oakland children who were followed for a ten-year period, from kindergarten through ninth grade. The author describes the language difficulties of children whose speech is influenced by a social class dialect as well as the speech of children not so handicapped. He includes many charts noting omissions, unnecessary repetitions, non-standard modifications, etc., measured on a scale of number of deviations per 1000 words of spoken volume." (Shuy)

103. _____. "Teaching Children Who Speak Social Class Dialects," Elementary English, 45 (5) (1967) 592-599, 618.

A discussion of social class dialects in the U.S., and of classroom procedures for teaching the standard dialect.

104. LOFLIN, M.D. "A Teaching Problem in Nonstandard Negro English," English Journal (Dec. 1967) 1312-1314.

"In his discussion of the relationship of non-standard Negro English to standard English, Loflin observes that in many respects they are similar but that the contrasts are sufficiently different to require a special pedagogical effort that may well be modeled after foreign language teaching techniques. In urging that non-standard speech be recognized as rule-governed, Loflin analyzes two non-standard sentences which may be a source of structural interference for a student trying to learn the standard language." (Shuy)

105. LOMAN, B. Conversations in a Negro American Dialect (Wash. D.C., Center for Applied Linguistics, 1967) 164 p.

"Fourteen conversations are transcribed in a modified standard orthography which notes consonant reduction, substitution, and assimilation and other selected segmental characteristics along with an impressionistic judgment of stress, pitch, and juncture. These conversations, originally intended to accompany a prosodic analysis, are presented as a semi-analyzed data collection. Tape recordings of these conversations are also available." (Shuy)

106. MARTIN, J.H. "Technology and the Education of the Disadvantaged." (ERIC Document ED 031 293, 1968) 23 p.

Educational intervention programs for the disadvantaged have failed. Suggestions are made that apply educational "technology" by emphasizing multisensory learning and learner manipulation of learning environment. (from RIE)

* 107. MCDAVID, R.I., JR. "A Checklist of Significant Features for Discriminating Social Dialects," Dimensions of Dialect, Eldonna L. Evertts, ed. (Champaign, Ill., National Council of English, 1967) 7-10.

"In order to call the teacher's attention to the aspects of non-standard English which occur frequently, the author cites twenty-six features (six pronunciations and twenty grammatical forms) most likely to be encountered in the classroom. Most of these, he maintains, may be traced back to the folk speech of England." (Shuy)

* 108. _____. "American Social Dialects," College English (Jan. 1965) 10-16.

"A summary of the history of dialect study in America, how it differs from the European situation, and how the emphasis is changing to a consideration of bi-dialectism, urban areas, racial contrasts, and the pedagogical applications of such knowledge. McDavid feels that the existence of important structural differences between white and Negro speech does not mean that we must necessarily postulate a generalized Aframerican pidgin in the past." (Shuy) (But--see Items 146 7 149).

109. _____. "Dialect Geography and Social Science Problems," Social Forces, Vol. 25 (1946) 168-172.

"An important early suggestion of the importance of the relationship of linguistics and other kinds of social science problems. The author discusses tendencies toward uniformity and standardization arising from increased ease in transportation and communication, radio, movies, and ever extending public education. Opportunities to study the rising middle class, trade, cultural isolation, topography, family structure and communication networks are seen to exist in linguistic research." (Shuy)

110. _____. "Postvocalic -r in South Carolina: A Social Analysis," American Speech, 23 (1948) 194-203.

"A description of the variation which exists in South Carolina pronunciation of postvocalic -r. McDavid notes three variables that operate toward decreasing -r production: (1) the more education, the less constriction, (2) within the same cultural level, younger informants have less constriction than older ones, (3) urbanites have less constriction than rural people. McDavid traces the spread inland of the minority speech pattern, involving several types of social adjustment. An important early article citing the need for correlating linguistic phenomena with other cultural phenomena." (Shuy)

* 111. _____. "Social Dialects and Professional Responsibility," Coll. English, 30 (5) (1969) 381-385.

A survey was conducted to ascertain the extent to which good English departments of American universities recognize the legitimacy of social dialects of American English as a field for graduate study. Results indicate there is an important lag in the development and expansion of studies of social dialects of American English for graduate students. (from LLBA)

112. _____. "Variations in Standard American English," Elem. English, Vol. 45 (5) (1968) 561-564.

The meaning of the term "standard" and historical contributions to regional differences are discussed. Variation in pronunciation, grammar, vocabulary and expressive language are described.

113. NASH, ROSA LEE. "Teaching Speech Improvement to the Disadvantaged," Speech Teacher, 16 (1967) 69-73.

"Describes a program of speech improvement undertaken in schools in New York City as a part of the more effective schools program." (W & N)

* 114. _____. Nonstandard Dialect. (NCTE, 1968) 38 p.

This monograph, based on New York Black English, is intended to be a model to be adapted to different teaching situations. It describes the linguistic and pronunciation problems, and then outlines a program to deal with them -- utilizing tapes, drills, games, etc. (from RIE)

115. NEWTON, EUNICE. "Section B: Verbal Destitution: The Pivotal Barrier to Learning," Journal of Negro Education, 29 (1960) 497-499.

"Rather consistent patterns of substandard English usage as well as certain types of precollegiate personal and educational environments were found in case studies of 'seriously retarded' readers drawn from a college level remedial reading program. A language arts program for the school is proposed." (W & N)

116. OSBORNE, L.R. "Speech Communication and the American Indian High School Student," The Speech Teacher, 17 (1968) 38-43.

"A high school curriculum for the Indian children is formulated, emphasizing the need for understanding the special problems of Indian students. Special concern is given to speech skills and the need to maximize the identity of the student as 'Indian'." (W & N)

117. PEDERSON, L.A. "Social Dialects and the Disadvantaged," Language Programs for the Disadvantaged, Richard Corbin and Muriel Crosby, eds. (Champaign, Ill., National Council of Teachers of English, 1965) 236-249.

"A survey of the current literature on language problems of the disadvantaged, both the useful and the naive, which is addressed especially to concepts of verbal destitution, full but non-standard development and unconceptualized experience and underdeveloped language. Pederson concludes by urging a thorough analysis of the intellectual, social, and psychological characteristics of all the persons involved in the learning situation, a careful examination of the range of the inquiry (ethnic, social, regional variables in relationship to oral and written language), a consideration of various methods of observation, and establishing a set of criteria for evaluation of the disadvantaged child's language." (Shuy)

118. _____. "Some Structural Differences in the Speech of Chicago Negroes," Social Dialects and Language Learning, R. Shuy, ed. (Champaign, Ill., National Council of Teachers of English, 1965) 28-51.

This report summarizes findings of a 1964 USOE research project in Chicago directed by Raven I. McDavid, Jr., Alva Lee Davis, and Wm. M. Austin. The article shows the correlation between a nontechnical sociolinguistic classification of Chicagoans and the distribution of selected phonological, morphological and lexical features in their speech.

119. _____. "The Pronunciation of English in Metropolitan Chicago," Publication of the American Dialect Society (Nov. 1965) 1-71.

"A description of the pronunciations of Chicagoans based on Linguistic Atlas-type interviews of 55 primary and 81 subsidiary informants, most of which were done in the early sixties. Pederson summarizes regional and social differences within the single phonemic system established for this area. Certain contrasts are noted between the speech of urban and extra-urban informants, Negroes and Caucasians and different age, education and social groups." (Shuy)

120. PICKFORD, GLENNA R. "American Linguistic Geography: A Sociological Appraisal," Word, 12 (1956) 211-233.

Pickford criticizes the surveys of the Linguistic Atlas of the United States and Canada on the grounds that they lack significance, validity and reliability. Suggestions are made to improve research procedures. The most serious error made in U.S. dialect study has been the preoccupation with geography at the expense of other aspects of dialectal diversity -- such as political structure, group affiliation, social class, urbanization, and cultural hierarchy.

* 121. POLITZER, R.L. and DIANA E. BARTLEY. "Standard English and Nonstandard Dialects: Phonology and Morphology." (ERIC Document ED 030 869, 1969) 47 p.

"A systematic listing and description of the salient features of English phonology and morphology, accompanied by a listing of parallel features in nonstandard dialect that account for the difficulties the speakers of nonstandard speech experience in acquisition of standard English....The information concerning Negro speech is based on various linguistic publications cited in the memorandum." A revised version is to become part of a syllabus for teachers. (RIE)

* 122. PRESTON, D.R. "Dialect Expansion at the College Level." (ERIC Document ED 030 094, 1969) 10 p.

"A course outline is presented to meet the needs of four groups: (1) college professors who recognize that their students use socially stigmatized forms of English not appropriate for university level work, (2) students who want to learn a standard form of English, (3) students with an intellectual curiosity about dialectology, and (4) students who question the necessity of learning an approved dialect but who want to investigate the relationship between their dialect and standard English....The context of this course must both teach a dialect and teach about dialects." (RIE)

123. PUTNAM, G.N. and ETTNA M. O'HERN. The Status Significance of an Isolated Urban Dialect. (Language Dissertations No. 53, 1955).

"A study of the relationship of social status and linguistic features of the speech of a group of 74 adult Negroes of low social status in Washington, D.C. The authors used essentially the analytical methods of linguistic geography, generalizing about the segmental and suprasegmental phonemes of the group. Very little attention was devoted to grammar. Of most interest, perhaps, is the authors' use of judges' ratings from a tape stimulus, making possible a contrast of objective and subjective (or perceived) status." (Shuy)

124. ROBINETT, R.F. "Reading and the Oral Approach at the Secondary Level," TESOL Quarterly (Dec. 1968).

Teachers should capitalize on the overlap of standard and nonstandard dialect. They should avoid applying techniques of teaching English as a second language too rigidly. Recommendations for teachers include: making their own contrastive analyses of the dialects in question, confining their objectives to the immediate communication needs in the curriculum, and organizing classroom activities in a more coherent framework.

125. ROBINSON, W.P. "Cloze Procedure as a Technique for the Investigation of Social Class Differences in Language Usage," Lang. Speech, 8 (1965) 42-55.

Cloze procedure was used to investigate the nature and extent of the differences in verbal behavior of working and middle class boys. Words were deleted in sentences taken from "formal" and "informal", middle and working class letters and from middle and working class oral utterances. The results showed that the middle class boys used a wider range of words and preferred different words in this situation. (Author, DSH)

126. _____. "The Elaborated Code in Working Class Language," Lang. Speech, 8 (1965) 243-252.

Previous results have shown that working-class boys differed from middle-class boys in the language used in certain controlled situations. This investigation found that social class differences did not appear when the pressure on both groups was to use "elaborated" code in a formal letter, while differences did appear in informal letters; hence the use of the "restricted" code is a matter of preference rather than inability. (from DSH)

127. SCHATZMAN, L. and A. STRAUSS. "Social Class and Modes of Communication," American Journal of Sociology, 60 (1955) 329-338.

"Differences in modes of communication, as revealed in interviews with lower and middle class respondents are more than differences in intelligibility, grammar and vocabulary. Differences are found in number and kinds of perspective, ability to take the listener's role, use of classifying or generalizing terms, and devices of style to order and to implement communication." (W & N)

128. SEMMEL, M.I. "The Influence of Disability Labels and Dialect Differences on the Semantic Differential Responses of College Students," Stud. Lang. Lang. Behavior, 7 (1968) 296-307.

Semantic differential (SD) responses of 100 college juniors following two structured interviews with children were assessed. The children's verbal responses were characterized by standard or nonstandard (Negro) dialect. Results indicated significant differences between SD responses as a function of dialect and characteristics measured. In a subsequent study typescripts of the two interviews were distributed to 128 college juniors. Ss were asked to identify the "Negro" and "white" children from reading the typescripts but were unable to do so. It was inferred that the results from the first investigation were probably produced by reactions to dialect rather than to other differences in the context of the interviews (i.e. sentence length). (from LLBA)

* 129. SHUY, R.W. "Bonnie and Clyde Tactics in English Teaching." (ERIC Publication ED 024 928, 1968) 17 p. (also Florida FL Reporter, July 1969, pp. 81 ff).

The author describes, in an address to the National Council of Teachers of English, three approaches which may be taken in teaching Standard English to speakers of Black English -- the reasoning behind each approach, attendant dangers, and long-range goals of each. He makes several recommendations for guidelines to be followed by English teachers. (from RIE)

* 130. _____. "Detroit Speech: Careless, Awkward and Inconsistent or Systematic, Graceful and Regular?" Elem. English (May 1968).

"A description of the research of the Detroit Dialect Study, with suggestions about its potential usefulness to the classroom. The author stresses the fact that the so-called 'omissions' of non-standard are not merely careless, that supposed 'awkwardness' is an unsupportable value judgment, and that the presumed 'inconsistencies' of non-standard are myths. He stresses the student's need to preserve non-standard for appropriate social situations and the desirability of teaching children to switch dialects according to the proper social circumstances." (Shuy)

* 131. _____. Discovering American Dialects (Nat. Council of Teachers of English, 1967).

This is an introductory text on American dialects, designed for use in high school and beginning college classes. It includes results of linguistic geographical research, studies of urban dialects, and a discussion of social dialect. It includes several practical activities for student research into dialects.

132. _____. "Locating the Switching Devices of Oral Language," in Oral Language and Reading, ed. James Walden. (Champaign, Ill., 1969) 89-99.

133. _____. "Social Dialect and Interdisciplinary Conflict," The Reading Specialist. Vol. 7, No. 3 (Fall, 1969) 41-44.

134. _____. "Some Considerations for Developing Beginning Reading Materials for Ghetto Children," Journal of Reading Behavior. Vol. I, No. 2 (Spring, 1969) 33-43.

Principles for deciding which grammatical considerations are most important in beginning reading materials for nonstandard speakers are outlined and discussed. Problems of grammatical interference are illustrated; most of these arise when underlying structures of SE and BE are equivalent and the surface structures vary. Structural ambiguities in this "quasi-foreign language" situation are illustrated.

135. _____. "Some Language and Cultural Differences in a Theory of Reading," in Psycholinguistics and Reading, ed. K. Goodman and J. Fleming (Newark, Del.: IRA) 1969.

It is more important to learn to read than to learn to speak Standard English. Beginning reading materials should be designed for speakers of non-standard English. Such materials should attempt to avoid grammatical "mismatch" (i.e., conflict between the child's oral language and the written text) more than lexical and phonological mismatch.

136. _____. "Subjective Judgments in Sociolinguistic Analysis" in Georgetown Monograph Series on Language and Linguistics, ed. James E. Alatis. Vol. 22 (Washington D.C.: Georgetown University Press) 1970.

* 137. _____. "Teacher Training and Urban Language Problems." (ERIC Document ED 030 115, 1969) 25 p. (revised version in # 52).

Urban teachers are inadequately prepared to teach English as a second dialect. Pre-service college courses are suggested dealing with the nature of language, language variation, fieldwork in child language, and techniques in teaching English as a second dialect. (from RIE)

138. _____. "The Relevance of Sociolinguistics for Language Teaching." (ERIC Documents ED 030 096, 1969) 19 p. (also in TESOL Quarterly, Vol. 3, No. 1, March 1969).

This is "...a brief overview of some of the ways in which recent sociolinguistic research is contributing to our knowledge of language teaching." Some of the new sociolinguistic developments include the concepts of linguistic continuum, linguistic variable and linguistic situation, and quantitative measurement in linguistic analysis. "...the linguistic research that is being done suggests strategies for pedagogy, especially in the sequencing of lessons with these stigmatized features." (RIE)

139. _____. "Whatever Happened to the Way Kids Talk?" (ERIC Documents ED 030 095, 1969) 19 p.

"Language arts" teaching needs to be overhauled, based on a theory of the relation between oral and written language. (1) Beginning readers should use the syntax of the child's oral language. (2) Errors in learning standard English should not be confused with errors in learning how to read. (3) Normal use of oral language should not be restricted in the classroom. (4) The process of acquiring standard English should be studied. (from RIE)

140. _____, W.A. WOLFRAM, and W.K. RILEY. Field Techniques in An Urban Study (Washington, D.C., Center for Applied Linguistics; Fall, 1968).

"A description of the research design, fieldwork training period, data gathering and evaluation of the Detroit research of 1966 and 1967. Of particular interest are the sections on sampling, fieldwork orientation, questionnaires, evaluation procedures, and general theory of fieldwork in a large scale linguistics project." (Shuy)

141. _____, W.A. WOLFRAM, and W.K. RILEY. Linguistic Correlates of Social Stratification in Detroit Speech (Final Report, Cooperative Research Project 6-1347, U.S. Office of Education, 1967).

"A description of the fieldwork, analysis, and pedagogical implications of the research done in 1966 in Detroit. Over 700 Detroit residents, randomly selected from ten stratified areas of the city, were interviewed for free discourse citation forms and reading style. The report includes a detailed analysis of multiple negation, pronominal apposition, nasal consonants and certain aspects of syntax, along with a section on the implications of this research for the classroom." (Shuy)

142. SLAGER, W.R. "Effecting Dialect Change Through Oral Drill," English Journal (Nov. 1967) 1166-1176.

"The author urges the application of English as a Second Language techniques (repetition, substitution, completion and transformation drills). Slager suggests certain example drills for effecting phonological and grammatical change." (Shuy)

143. SLEDD, J. "On Not Teaching English Usage," English Journal, 54 (1965) 698-703.

"The teaching of traditional standard English usage is deplored, and the author proposes that English teachers teach, in its place, a respect for whatever language a student has." (W & N)

144. SMITH, R.B. "Interrelatedness of Certain Deviant Grammatical Structures to Negro Nonstandard Dialects," Journal of English Linguistics (May 1969).

One way of explaining the persistence of certain "ungrammatical" forms in nonstandard Negro English is in terms of cross-code ambiguation. That is, phonological "skewing" can result in the near homophony of lexical items across dialect boundaries; in the same way, divergence in syntactic rules between dialects can result in ambiguity. Smith gives an example of such syntactic cross-code ambiguity.

145. STEMMLER, A.O. "The LCT, Language-Cognition Test (Research Edition) --- A Test for Educationally Disadvantaged School Beginners," TESOL Quarterly, 1 (4) (1967) 35-43.

A description of the composition and utilization of a language cognition test (LCT) which assesses the cognitive language status of educationally disadvantaged beginning students. The two major portions of the test (spontaneous language and methods of thinking) require the child to demonstrate his command of lexical and syntactic items as well as his ability to induce and deduce cognitive relationships. (from LLBA)

* 146. STEWART, W.A. "Continuity and Change in American Negro Dialects," The Florida FL Reporter (Spring 1968).

"In a companion article to item 149, Stewart continues to trace the development of Negro dialect since the Civil War. He notes the 'de-creolization' of vocabulary, the preservation of recessive dialect forms by children and the excessive problems faced by Negro children as they enter school speaking a non-standard dialect. Stewart observes that the linguistic similarities between a non-standard dialect and standard English can camouflage functional differences between the two linguistic systems. The author concludes that at least some of the syntactic features of American Negro dialects are structural vestiges of an earlier plantation creole, and ultimately of an original slave-trade pidgin English which gave rise to it." (Shuy) (ref. item 156--but item 108).

* 147. _____. "Foreign Language Teaching Methods in Quasi-Foreign Language Situations," Non-Standard Speech and the Teaching of English, W.A. Stewart, ed. (Wash., D.C., Center for Applied Linguistics, 1964) 1-15.

"A discussion of the need for and benefits from studying Negro non-standard speech. The author suggests that such speakers are faced with a 'quasi-foreign language' situation. Certain structural correspondences between the two systems (standard and non-standard) warrant at least some foreign language teaching procedure. Of particular interest is that the quasi-foreign language situation is seldom recognized for what it is by the persons most directly concerned, including teachers. Stewart also urges strongly that pedagogical materials be developed out of rigorous basic research in linguistics and cultural analysis." (Shuy)

148. _____. "Nonstandard Speech Patterns," Baltimore Bulletin of Education, 43 (2-4) (1966-67) 52-65.

"A detailed account of the history of Negro speech in America from the time of the slaves to the present. Stewart traces the development of pidgin English which, when learned by a second generation of native speakers, became creolized English. The author cites examples of dialect maintenance in Negro communities throughout the U.S. as a result of the earlier creolization process." (Shuy) (ref. item 156--but item 108).

* 149. _____. "Sociolinguistic Factors in the History of American Negro Dialects," The Florida FL Reporter, 5 (2) (Spring, 1967) 1-4.

"Stewart documents the use of Creole English by native-born American Negroes during the colonial and ante-bellum periods, largely from literary sources of these times. For these data, Stewart traces the earlier stages of Negro dialect, noting that the assimilation of Negro Americans to the speech patterns of American whites was not as complete as some scholars have supposed." (Shuy) (ref. item 156--but item 108).

* 150. _____. "Urban Negro Speech: Sociolinguistic Factors Affecting English Teaching," Social Dialects and Language Learning, R. Shuy, ed. (Champaign, Ill., National Council of Teachers of English, 1965) 10-19.

"In describing some of the historical aspects of Washington, D.C. Negro speech, Stewart suggests the concepts acrolet to represent the topmost dialect of the local linguistic hierarchy and basilect for the opposite extreme. Noting that there are differences between acrolet and basilect in virtually all areas of their linguistic structures, Stewart stresses that it is the grammatical differences which are most striking and most crucial for pedagogy. He observes, further, that basilect patterns are restricted to younger children and, as such, suggest a fertile field for research in such matters as dialect interference in beginning reading." (Shuy)

151. STRANG, R. "Teaching Reading to the Culturally Disadvantaged in Secondary Schools," Journal of Reading, 10 (8) (1967) 527-535.

"The teaching of reading to culturally disadvantaged adolescents is difficult since in the pre-school years such individuals have not been encouraged to talk, to think things out for themselves and to be curious....The sources of deprivation are an authoritarian approach to discipline in the home plus a tendency on the part of the parent to disparage rather than encourage the child's efforts. The present article discusses the diagnosis and treatment of psychological deprivation in the schools. Discussed are techniques for instruction by informal test, and practice in word recognition, word knowledge, paragraph comprehension and speech. Operant conditioning, as a more recent instructional method, is discussed." (from LLBA)

* 152. TROIKE, R. "Social Dialects and Language Learning: Implications for TESOL," TESOL Quarterly (Sept. 1968).

A child whose productive competence is limited to nonstandard forms may still be able to understand standard dialect, and to perform instantaneous translations from the standard to the nonstandard dialect. Troike terms this receptive bi-dialectalism. He asks that a child's language competence be judged, not solely on the basis of production, but also in terms of his receptive competence. His receptive knowledge of standard English may be used as a base for teaching him the productive control of standard forms. In addition, teachers need to know what syntactic patterns are and are not present in the standard and nonstandard dialects.

153. TUCKER, G.R. and W.E. LAMBERT. "White and Negro Listeners' Reactions to Various American-English Dialects," Soc. Forces, 47 (4) (1969) 463-468.

"Samples of the taped speech of representatives of six American-English dialect groups (network, educated white southern, educated Negro southern, Mississippi peer, Howard University, New York alumni) were played to three groups of college students (one northern white, one southern white and one southern Negro), who were asked to listen to the recorded readings and evaluate certain characteristics of the speakers, using an adjective check-list developed for this purpose. It was found that 'network' speakers were always rated more favorably. Northern white and southern Negro judges rated the 'educated Negro southern' speakers next; but southern white judges rated the 'educated white southern' speakers next most favorably. On the other hand, both groups of white judges rated the 'Mississippi peer' speakers least favorably, while the Negro judges rated the 'educated white southern' speakers least favorably. The theoretical and practical significance of the results is discussed." (LLBA)

* 154. _____, 20th Annual Round Table: Monograph Series on Languages and Linguistics No. 22, ed. James E. Alatis. (Georgetown University, 1969).

This is an excellent collection of papers on linguistics and the teaching of standard English to speakers of other languages or dialects. It provides an outstanding introduction for teachers interested in exploring the literature on social dialects. A few of the papers included are Labov's "The Logic of Nonstandard English," William A. Stewart's two essays "Socio-political Issues in the Linguistic Treatment of Negro Dialect" and "Historical and Structural Bases for the Recognition of Negro Dialect," and others central to the field.

155. _____, 21st Annual Round Table: Monograph Series on Languages and Linguistics No. 24, ed. James E. Alatis. (Georgetown University, in press).

The theme of this anthology is bilingualism and language contact -- with attention to anthropological, linguistic, psychological and social aspects. The collection focuses on the American Indian, but it is relevant at some points to the Negro. It includes papers by Haugen, MacNamara, Fishman, Vera John, Hymes, Gumperz, Susan Philips, Hughes, etc.

156. WALKER, URSULA. "Structural Features of Negro English in Natchitoches Parish (Louisiana)." (ERIC Document ED 022 184, 1968) 112 p.

Analysis of high school compositions "seemed to indicate that there is a definite African substructure in this Negro dialect" -- characterized by some archaisms, modifications of pidgin Gullah, and normal simplification common to all folk speech. Among the recommendations for teachers is the urgent need for linguistic training. (from RIE)

157. WARDHAUGH, R. "Teaching English to Speakers of Other Languages: The State of the Art." (ERIC Documents ED 030 119, 1969) 26 p.

The author gives an overview of resources, methodologies and activities in the field of teaching English as a second language. He includes reference materials, bibliographic sources of information on English language training, and lists of texts. (from RIE)

158. WASSERMAN, MIRIAM. "Planting Pansies on the Roof: A Critique of How New York City Tests Reading," The Urban Review, 3 (1969) 30-35.

"An attempt is made to show that the nationally standardized reading tests used in New York City schools are unreliable and invalid when applied to poor and minority group children." (W & N)

159. WEBSTER, STATEN W. The Disadvantaged Learner: Knowing, Understanding, Educating (Chandler Pub. Co., San Francisco, 1966).

This book is a collection of original and published articles providing preliminary background for teachers of "disadvantaged" learners. Part I describes the nature of ethnic minority and lower socioeconomic groups; Part II describes some of the educational problems faced by such groups; Part III suggests practical methods and strategies to be used in educating the "disadvantaged." The material presented deals with all levels of education and a wide spectrum of subjects.

160. WEENER, P.D. "Social Dialect Differences and the Recall of Verbal Messages," Journal Educ. Psychology, 60 (3) (1969) 194-199.

This study investigated the influence of dialect differences on communication between adults and children from different dialect communities. In immediate recall tasks, the effect of speaker differences was found to be significant for children in the standard dialect group, but not for children in the nonstandard dialect group. The findings suggest that some children from nonstandard dialect communities develop facility in the standard dialect at an early age. (from LLBA)

161. WILLIAMS, F. "Psychological Correlates of Speech Characteristics: On Sounding 'Disadvantaged'," J. Speech Hearing Res. (in press).

"Teachers' ratings of children's speech samples are analyzed to determine their judgmental behavior and to determine what speech and language characteristics might predict variations in such behavior." (W & N)

162. _____ and RITA NAREMORE. "On the Functional Analysis of Social Class Differences in Modes of Speech," Speech Monographs (June 1969) p. 77.

"The Bernstein concept of language deficiency or restricted code needs to be re-examined. Differences in language have been confused with language deficiencies. Language programs for the disadvantaged should teach alternate systems of language usage, not compensatory programs; emphasis should

be on language function rather than language form; and on the child's communication development, which is not just the ability to recognize and create linguistic forms, but knowing when and how to use them functionally. Language learning is not an end in itself...a language form is learned if functionally relevant." The above conclusions arose from an experiment which found that linguistic distinctions reflect the different communication demands of different social strata...i.e. the restricted code is learned because functionally appropriate to a given social stratum. (W & N)

163. _____ and _____. "Social Class Differences in Children's Syntactic Performance: A Quantitative Analysis of Field Study Data," J. Speech Hearing Res. (in press).

"Types and degrees of syntactic elaboration are assessed in speech samples of children from families of relatively high and low social status (with balanced subsamples of boys and girls, Negroes and whites)." (W & N)

164. WILLIAMSON, JUANITA V. "The Speech of Negro High School Students in Memphis, Tenn." (ERIC Document ED 021 210, 1968) 99 p.

A phonology and grammar of this dialect of Black English is described. Segmental phonemes are listed, as are the grammatical parts of speech, major sentence patterns, and patterns of modification and coordination. (from RIE)

165. WOLFRAM, W.A. "A Sociolinguistic Description of Detroit Negro Speech," Urban Language Series No. 5. (ERIC Document ED 028 431, 1969) 237 p.

"The primary goal of the study was to describe the correlation of phonological and grammatical variables with the social variables of status, sex, age, racial isolation and style in the speech of Detroit Negroes. Of these, social status is shown to be the single most important variable correlating with linguistic differences." Aspects considered include whether linguistic variables should be differentiated quantitatively or qualitatively, "the relation between socially diagnostic phonological and grammatical variables, and the effect of independent linguistic constraints on variability." (RIE)

* 166. _____. "Sociolinguistic Implications for Educational Sequencing." (ERIC Document ED 029 281, 1969) 17 p.

"The author suggests and discusses five sociolinguistic factors that should be used as a basis for determining the most relevant order of lessons. Precedence should be given to (1) the most socially diagnostic variables, (2) the most general rules, (3) grammatical variables over phonological variables, (4) speech patterns of general social significance over those of only regional significance, and (5) the most frequently occurring items....The author views the determination of order in terms of a sociolinguistic matrix, which he presents." (RIE)

167. _____. "Sociolinguistic Perspectives on the Speech of the 'Disadvantaged'." (ERIC Document 029 280, 1969) 12 p.

The author reviews four areas in which popular current views of Black English are challenged by basic linguistic and sociolinguistic premises about the nature of language. (from RIE)

168. _____ and R.W. FASOLD. "A Black English Translation of John 3:1-21, With Grammatical Annotations." (ERIC Publication ED 025 741, 1968) 16 p.

The authors claim that the Standard English version of this passage does not communicate the "intended message" to speakers of Black English. Their "translation" is accompanied by notes explaining the linguistic reason for each deviation from Standard English. (from RIE)

169. WRIGHT, J.T. "Urban Dialects: A Consideration of Method," Zeitschrift Fuer Mudartforschung, 33 (3-4) (1966) 232-247.

"For the analysis of linguistic stratification, the material is generally obtained by interviewing native-born rural informants, mainly of an older generation. For the study of urban languages, however, these informants cannot be regarded as representative. In spite of the predominant urban character of British society, agricultural workers have almost exclusively been the only sources of all investigations leading to the present knowledge of English dialects. An analysis of the social stratification within a speech community should therefore be preceded by a study of all spoken dialects. This can be done by a stratification technique based on random sampling enabling the dialectologist to perform linguistic analyses for all classes of a speech community on a sociological basis. Labov has tried to derive social differences from dialectal variations. His improved methods seem to show that, even by dialectal investigations covering a large area, a solution of the socio-linguistic problem is possible." (Shuy)